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ABSTRACT

The introductory note to this bibliography explains the reasons for the existence of community college teacher preparation programs, how these programs are generated and operated, and sketches three possible alternative program models which are reflected in the literature. The Cosmetic Approach would supplement disciplinary preparation with elective courses on community colleges, but it would not be a complete degree program. The Standard Approach provides a degree program which would include courses emphasizing breadth in a discipline, educational theory and practice, and the historical, psychological, sociological, and educational aspects of the community college, as well as internships and inservice programs. The Center Approach would contain all of the aspects of the Standard Approach, but would include a research requirement. The annotated, cross-referenced bibliography contains books, articles, dissertations, and speeches from the 1950's to the present, which have been chosen either for their representative nature or for their potential usefulness in developing a program. The references, many of which are included in ERIC, are divided into seven sections: Evaluation, Graduate Centers, Inservice Training, Internships, New Degree Programs, Preservice Programs, and Specific Subject Matter Area, Skill, or Understanding. (EHJ)

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COMMUNITY COLLEGE TEACHER PREPARATION PROGRAMS IN THE UNITED STATES: A BIBLIOGRAPHY WITH INTRODUCTORY NOTES

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COMMUNITY COLLEGE TEACHER PREPARATION PROGRAMS IN THE UNITED STATES: A BIBLIOGRAPHY WITH INTRODUCTORY NOTES

On Using This Material

This paper on community college teacher preparation is divided into three sections. The first gives the reader a very general view of this subject, citing references which contain more detailed information. More complete documentation can be found in the accompanying bibliography, under the heading indicated. The second section sketches three possible alternative programs, developed more from a sense of the literature than from any one program in operation. It discusses each alternative according to its possible objectives, the length and breadth of program that might develop, and the kinds of degrees or certification that might be instituted. The third section is a bibliography, whose entries have been chosen either for their representative nature or their potential usefulness in developing a program. The literature is divided into operational headings, according to the major emphasis of the article. In some, secondary emphases would make them useful under other headings also, and in these cases, I have merely listed the author and major heading at the end of the topic listings. Where available, I have included Educational Resources Information Center (ERIC) numbers. These numbers, beginning with ED, JC, SP, or HE can be used to find the articles on microfilm in Pattee Library.

This paper, then, answers questions <u>about</u> community college teacher preparation programs, outlines their general characteristics, and presents an extensive list of programs in operation. It is, however, the first step, not the last, in program planning. When it comes to the design of

a specific program, questions of supply and demand, community college faculty characteristics and activities, and community college characteristics must also be studied in a systematic way, with particular emphasis on Pennsylvania. There are several references which might be used as a starting point for that study. Supply and demand -- the National Education Association prepares an annual report. Faculty characteristics and activities -- Cohen and Brawer, Confronting Identity and Kelley and Wilbur, Teaching in a Community College. Community college characteristics -- Gleazer, This is the Community College and the American Council on Education's American Junior Colleges which is edited by Gleazer. Several publications by the Center for the Study of Higher Education at The Pennsylvania State University can be of assistance in providing information particular to Pennsylvania including: Pennsylvania Community College Faculty, "Attitudes Toward Collective Negotiations" by John W. Moore and "Career Patterns and Educational Issues" by Robert A. Patterson; Goals and Ambivalence: Faculty Values and the Community College Philosophy by Karen Bloom, Angelo C. Gillie, and Larry L. Leslie. Another source of information is the Pennsylvania Association of Junior College's annual conference reports.

Some Questions and Answers

Why have community college teacher preparation programs?

According to writers in the field of community college teacher preparation, the unique teaching emphasis of the community college is a major reason for establishing preparation programs. (The most recent data I found supporting the actual presence of this emphasis in

the activities of the instructors was done in 1950 [Koos, Preservice].) This teaching emphasis argument frequently develops into a discussion of the inadequacy of current graduate degree programs. All note that those programs emphasizing teaching concentrate on the elementary and secondary level and that those programs emphasizing a discipline concentrate on specialization and research methods. (There is disagreement as to whether or not the latter is a negative characteristic, with educators and community college specialists saying it is negative, and subject matter specialists and professional organizations saying it is positive.) The best sources for a more detailed account are Wortham (New Degree Programs), Schaefer (Inservice), and Cohen and Brawer (Pre-service).

The second reason generally offered for the development of a community college teacher preparation program is the professional nature of the occupation. Wortham (New Degree Programs) and Cohen and Brawer (Pre-service) are the best sources for a summary of this argument. The point is also made by implication in Kelly and Connolly (Inservice), as they stress the importance of the socialization to the community college environment.

Who urges and supports these programs?

Sometimes it is almost as useful to see who (in the generic sense) is urging a program as it is to see why and what they are urging. In the case of community college teacher preparation, it seems that nearly everyone has supported the need for it. Stone (Pre-service) speaks for junior college administrators; Gordon and Whitfield (Pre-service) for community college teachers; Singer (Inservice) speaks for the American Association of Junior Colleges (AAJC), as does Gleazer

(inservice), Cohen and Brawer (Pre-service) are among a number of people in the area of higher education who are interested in the field. In addition, state organizations, professional organizations, philanthropic foundations, universities, and the federal government are all involved in preparing and supporting such programs.

How are these programs operated?

With the amazing diversity of people and groups interested in the initiation and operation of such programs, one might anticipate a rather complicated answer to this question. Of course, a major part of the planning and implementation of any community college teacher preparation is coordinating the ideas of various individuals and groups. In general, however, there are fairly clear-cut areas of responsibility, depending on the goals of the training.

In-service programs are usually local community college affairs, with the administrators generally designing the programs of an orientation nature. Kelly and Connolly (Inservice) see this as a weakness but acknowledge that this is generally the case. In-service programs of a problem-solving nature are more likely to be designed and run by community college instructors, such as the William Rainey Harper project (Voegel, Inservice). In the cases where the programs are local affairs, there is no college credit on the graduate level given, though depending on the institution, there may be remuneration involved.

Not all in-service programs are operated by the local community college, however. Projects like the New York (Rapp, Inservice) and the Appalachian State University operations (Cooper, Inservice) are sponsored and operated primarily by a university or a professional organization. There are many summer institutes and special programs operated by universities, some carrying graduate credit, some applying towards a degree.

Most pre-service programs are operated by universities, and while they maintain control with quality justifications, they seek, in all cases, close cooperation with community colleges. The increasing importance of internships makes this even more imperative.

A third possibility -- an alternative to control by either the community college or the university -- is just beginning to be suggested. These educational centers suggested by E. Cohen, Heinrich, and Haberman (Graduate Centers) would perform both in-service and pre-service training functions, using the community colleges and the universities as resources and laboratories. The question of whether this will facilitate or complicate the coordination of programs remains unresolved. For an interesting discussion and useful bibliography on the relationship of the community college to the university see Dr. William Toombs' "A Strange Courtship: The Community College and the University," available from Dr. Toombs at the Center for the Study of Higher Education, The Pennsylvania State University.

Major funding sources for these programs are the universities. In the past the Ford (Hill and Tolle, Internship) and Kellogg Foundation (Heinrich, Graduate Centers) have also supported programs. There seems to be a growing involvement of the federal government, with the passage and funding of the Education Professions Development Act of 1967. (Zane, Pre-service; Bureau of Educational Personnel Development, Special Subject Matter. . . Industrial Education).

What do these programs consist of?

It is here that the wide range of groups and people involved begins to show itself. Smolich (Pre-service) attempts to compile the existing programs and generalize about them, but, in some respects at least, his

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analysis differs from that of Cohen and Brawer (Pre-service). Rather than be too specific and meet the same difficulty, I have drawn three broad outlines. A judicious use of the bibliography can lead the reader to several detailed individual programs. In addition to the summaries already mentioned, Kelly and Connolly (In-service) and Birkholz (Internship) also provide excellent summaries of existing programs.

Three Models

1. The Cosmetic Approach

This approach has as its major objective supplementing the disciplinary preparation by disseminating information about community colleges. Any promotion of professionalism would be incidental.

The content of a program would include at least one course on community colleges which might or might not be directed at potential teachers. There might be room for an elective teaching methods course which might or might not be directed at community colleges. Some courses already offered might be expanded to include a unit on the community college, and these, too, might be electives. There would be no in-service training to speak of, though offering a strong summer program might off-set this. There would be no internship.

Typically, this would not be a complete degree-program for the person who is teaching or plans to teach in community colleges. The degree would be in a subject matter specialty with the possibility of a notation of community college teaching emphasis.

2. The Standard Approach

This type of program, in addition to meeting the students' needs in the discipline, would also meet both informational and socialization needs of the potential community college instructor. It would strive

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for a balance between identification with a discipline and identification with the community college teaching profession.

The content of this curriculum would typically be divided into three more or less balanced blocks:

1) courses in a subject matter field (or two), emphasizing breadth

2) courses on educational theory and practice, including internship

3) courses on the community college, from historical, psychological, sociological, and educational perspectives.

The length of this program could vary from five terms to 12 terms. The options of program types are also increased, with the possibility of in-service programs and internships developing. This could markedly increase the potential clientele as well, and it begins to raise the serious task of coordination.

Degrees awarded could vary from masters to specialist to doctorate, with the latter requiring the addition of a fourth block in the area of research. This research would probably, though not necessarily, be in the area of educational or institutional research.

3. The Center Approach

The center concept differs from the first and the second approaches in kind as well as degree. This concept would require a different set-up, one which is independent of but related to both the university and the community colleges. It is really designed not only to serve both informational and socialization ends but also to develop still more information. It would be a research center as well as an educational center.

Its program would contain all the options of the standard approach but it would add the requirement of research. The previous approaches

served only individuals, whereas this one can serve institutions as well.

The brief description I have offered here can be augmented by reading the section on Graduate Centers. My outline is really a distillation of various aspects of these three papers.

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EVALUATION

Astin, A.W. and C.B.T. Lee. "Current Practices in the Evaluation and Training of Teachers," Educational Record 46 (Summer 1966): 361-375. This survey showed that deans and department chairmen were very important in the decisions on promotion made in colleges. It also showed that these people all rated the importance of teaching very high (with community college deans and department chairmen topping the list). The authors suggested that the actual evaluation procedures might, unwittingly, work against this espoused importance. It also lists the ranked importance of several other factors, listing responses according to type of college or university.

Committee on Evaluation of Instruction. A Report to the Commission on Instruction of the American Association of Junior Colleges (Washington, D.C.: AAJC, March 1970), 20 pp. This paper begins by noting that there is little current data for them to base a paper on. It does consider some trends in evaluation and cautions against the total acceptance of the idea that teachers can be evaluated by their students' performances. It suggests criteria and forms for evaluation and includes data on current emphases taken from the Astin and Lee article. ED 038 974 JC 700 131

Evaluation of Community College Instruction: A Background Study (Freeport, Illinois: Highland Community College, 1970), 31 pp. This paper does not directly relate to teacher preparation, but it does review recent research on evaluation. It also recommends criteria and provides an interesting comparison with the AAJC paper. It includes a selected bibliography. ED 039 876 JC 700 156

Gage, N.L., ed. Handbook of Research on Teaching (Chicago: Rand McNally and Company, 1963), 1164 pp. The papers of particular interest to this topic in this classic are as follows: N.L. Gage, "Paradigms for Research on Teaching," pp. 94-141 and W.J. McKeachie, "Research on Teaching at the College and University Level," pp. 1118-1164. Both articles contain excellent summaries and lists of references.

Evaluation (Cont'd)

O'Connor, Edward and Thomas Justiz. Identifying the Effective Instructor (Los Angeles: University of California, Jan. 1970) Topical Paper #9, 34 pp. This paper tells how to apply the "first reliable measure of general teaching ability at the secondary level" to the junior college level. ED 035 416 JC 700 033

Pipitone, Roy R. "An Analysis of Post-Baccalaureate Programs for the Preparation of Community College Teachers in the United States," (Buffalo, N.Y.: State University of New York at Buffalo, Feb 7, 1972), 19 pp. doctoral dissertation prospectus. The author notes that there is a need for philosophically and educationally sound criteria to evaluate teacher education programs. He suggests that there are three models of teacher preparation programs and proposes to analyze their evaluative criteria. He anticipates his studies will lead to the development of an evaluation model. The paper contains a modest review of the literature and bibliography.

See Also:

Cohen and Assoc. (Preservice), Crawford (Inservice), Kelley and Connolly (Inservice), Leforgge (Inservice), Schaefer (Inservice)

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GRADUATE CENTERS

Cohen, Edward. Faculty Teaching-Learning: Proposed New Graduate Centers for the Systematic Preparation of Community College Teachers. Feb. 1970. 281 pp. This paper cites opinions that college teaching is poor and that college teacher preparation is also poor. It then outlines educational specifications for preparing junior college instructors, including both pre-service and in-service suggestions. Finally, it suggests how and where centers could be set up to carry out the program. Its most unique features (in addition to the total set-up) are its emphasis on the importance of the total affective environment and its initiation of pre-service training in the junior year. It contains a listing of the programs studied in its preparation. ED 038 133 JC 700 104

Haberman, Martin. Teacher Education is Field Services. Paper delivered at the Forty-fourth Annual Meeting of the Association for Field Services in Teacher Education, May 1969, 14 pp. This paper argues that neither schools nor universities can nor should handle teacher training. It maintains that field service centers will allow, among other things, students, unions, and the community more control. It outlines 8 behaviorally oriented components of a good teacher education program, the most unique features of which include preparation in cross roles and highly specific skill development. It suggests some implications of the EPDA programs. ED 044 363 SP 004 321

Heinrich, Carl L. An Approach Toward the Development and Implementation of a Community College Education Center. (Kellogg Foundation, 1971), 47 pp. This paper contains programmed courses for six competencies in community college personnel work. It is intended for teachers, administrators, counselors, service staff and other support personnel. In addition, it discusses other activities of the Center, including inservice training for community college instructors and orientation for former community college students. This center is in operation at Kansas State Teachers' College. ED 057 798 JC 720 035

See Also:

Chronister (Inservice)

INSERVICE TRAINING

AAJC. Faculty Development in the Junior College: A Second Interim Report on the Program with Developing Institutions. (Washington, D.C.: AAJC August 1970) Publication #10, 87 pp. This paper contains a discussion of the various programs involving community college teachers that were conducted with EPDA money and coordinated by the AAJC. It is an interesting look at a variety of in-service programs. ED 052 773

Chronister, Jay. In-Service Training for Two-Year College Faculty and Staff: The Role of Graduate Institutions (Charlottesville, Virginia: Virginia University, School of Education, August 1970), 14 pp. This paper urges graduate institutions to form constructive alliances with community colleges. It suggests that universities could be helpful in offering pre-service programs of graduate calibre and credit and in-service, problem-solving non-credit courses. ED 044 093 HE 001 832

Cooper, Leland. (comp.) Improving Instruction in the Two-Year College: Proceedings of a Conference for Two-Year College Teams. (Boone, North Carolina: Appalachian State University, December 1969), 61 pp. The "how" of this conference is more important than the "what" for two reasons. The first is that it reached a great number of schools by inviting teams of two, and the second is that it became an annual event. The most pertinent paper to this topic was presented by I.E. Ready and titled "In-Service Education: The Key to Growth and Development of Community College Personnel," 7 pp. ED 038 979 JC 700 137

Crawford, S.C. "A University-Wide Program of Faculty Development," Educational Record 42 (January 1961): 49-53. While not particular to community colleges, this article suggests an interesting approach to faculty development. It began with the inclusion of faculty members in developing a device for evaluating themselves. It includes teaching as a factor in promotion, with specific guidelines as to how the evaluation will be done. It often includes a self-evaluation which outlines faculty goals for the year.

Inservice (Cont'd)

Eble, Kenneth. Professors as Teachers. (San Francisco: Jossey-Bass Inc., Publishers, 1972). In Chapter 7, pp. 109-130, entitled "Faculty Development," Eble notes that faculty at 142 institutions (not necessarily community colleges) are nearly unanimous in saying there is no effective faculty development system. Eble suggests centers for teaching at each institution designed to assist both individuals and departments. He recommends in-service programs with time and money incentives.

Gleazer, Edmund, Jr. "Preparation of Junior College Teachers," in Perspectives on the Community-Junior College, eds., William Ogilvie and Max Raines (New York: Meredith, 1971). Gleazer notes that increasing numbers of community college faculty are coming directly from graduate school and recommends a serious look at in-service training. He also notes that pre-service programs of some quality are developing, such as those at Duke University, USC, and University of Tennessee.

Johnson, Lamar B. The Improvement of Junior College Instruction. (Los Angeles: UCLA Junior College Leadership Program, March 1970). Occasional Paper #15, 88 pp. The paper centers mainly on sources of assistance in developing instructional skills and examples of programs to do this. The first section discusses the importance of in-service training in developing instructional skills. Of particular importance is the article by Derek Singer, "Quality Teaching and In-service Training," pp. 13-18. It lists 12 characteristics of a good pre-service training program. The article by Preston Valien, "The Office of Education and The Improvement of Junior College Instruction," pp. 22-33, lists many sources of funds for in-service programs.
ED 040 707 JC 700 175

Kelly, M. Frances and John Connolly. Orientation for Faculty in Junior Colleges (Los Angeles: University of California, June 1970). Monograph #10. 85 pp. This paper begins by recognizing the inadequacies of teacher preparation programs and suggests that orientation is one answer to the problem. It then analyzes the problems of present orientation programs, saying they are generally characterized by

Inservice (Cont'd)

the failure to recognize that teachers are "functioning members of developing and changing institutions" as well as "teachers of subjects" (p. iv). It then reviews specific programs in California, Michigan and New York, generalizing about their shortcomings. Finally, it presents a new model, characterized by the following: 1) planning utilizing a comprehensive team of people; 2) recognition that orientation is part of an overall professional development plan spanning one year; 3) four specific goals [help teacher understand his institution in particular and the community college in general, understand the students he will meet, understand the full range of role responsibilities that will be expected of him, and become comfortable in his environment]; 4) a non-heirarchical leadership; 5) evaluation as part of the planning process, and 6) a balance between local indoctrination and socialization to the junior college environment. ED 043 323 JC 700 226

Kennedy, Gerald. "Preparation, Orientation, Utilization and Acceptance of Part-Time Instructors," Junior College Journal 37:7 (April 1967): 14-15. This article points out that there are quite a few part-time instructors in junior colleges and they get very little orientation and acceptance. The article is hardly useful in getting them any.

Lefforge, Orland. In-Service Training as an Instrument for Change (Gainesville, Florida: Florida University, Institute of Higher Education, September, 1971), 61 pp. This paper sets forth the need and goals for in-service training, suggesting techniques and models for program and instructor evaluation. It suggest that: 1) funds be used only for proposals with measureable outcomes, 2) the responsibility for seeking, shaping, relating to student learning, and evaluating the in-service training rests with the instructor requesting it, and 3) financial resources and support (suggests state and/or regional talent pool) must be available. ED 055 577 JC 710 232

Inservice (Cont'd)

Oregon School Study Council. Student and Instructor Expectation of Community College Instructors. (Eugene, Oregon: Oregon School Study Council, November 1970), 38 pp. An analysis of the data collected in a survey by this group shows that both community college students and faculty value skill in "personal relationships." It suggests in-service training in this area and the development of ways to measure the effects of the training. ED 044 099 JC 700 242

Rapp, Marvin A. "Making Teaching More Effective," Improving College and University Teaching 9 (Autumn 1961): 163-165. This is more important for how it was done than what accually came of it. A series of small workshops were organized throughout New York state, with the idea of having community college instructors look into evaluation and improvement of their teaching. These were then brought together in first regional and then state-wide meetings. This article describes the process and some of the preliminary results.

Schaefer, Michael I. The Student Role of Teachers: Faculty Development in the Community College (Gainesville, Florida: Florida University, Institute of Higher Education, June 1970), 61 pp. This paper urges the evaluation of faculty development programs on the basis of resultant change in student learning. It also notes that lack of time and money, as well as faculty apathy and lack of communication and planning are roadblocks to the development of good programs and good evaluation. It also provides an excellent review of the literature, including an extensive and useful bibliography. ED 043 333 JC 700 236

Singer, Derek S. In-Service Training for Two-Year College Faculty and Staff: A Survey of Junior and Community College Administrators (AAJC Faculty Development Project, August 21, 1969), 80 pp. Junior college administrators were asked to list, in a survey, what they thought should be training priorities in six areas: 1) academic and voc-tech, 2) general education, 3) curriculum and learning, 4) aspects of two-year college, 5) administration and supervision, and 6) counseling and guidance. The report contains tables indicating responses, including the consensus that the programs should be on campus of the community colleges and during the school year. This report is frequently cited in developing both pre-service and in-service programs. ED 034 519 JC 690 368

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Inservice (Cont'd)

Voegel, George H. Update 1. A Report on the Beginning Efforts in Instructional Development at William Rainey Harper College. (January 1970), 124 pp. This in-service program was designed by the faculty participants and took place in the summer of 1968 (six weeks) and the school year of 1968-69 (three follow-up sessions). It centered on developing instructional concepts and strategies. ED 038 112 JC 700 069

Colvert, C. Suggested Materials for In-service Training Programs for Junior Colleges (Washington, D.C.: AAJC, 1950).

Gleazer, Edmund. "Faculty Development Project," Junior College Journal 38:7 (April 1968).

Henry, Nelson, ed. In-Service Education for Teachers, Supervisors, and Administrators. National Society for the Study of Education, 1957.

Johnson, Rita. "The Community Colleges as a College Community" (California State Colleges, June 1969).

Kelley and Wilbur. Teaching in the Community College. (New York: Appleton-Century-Crofts, 1970).

Miller and Wilson. Faculty Development Procedures in Small Colleges: A Southern Survey. Southern Regional Education Board, 1963.

Proceedings of a Conference for Two Year College Teams, Boone, N.C., Appalachian State University. (Several Annual Conferences)

See also:
Brodsky (Special Subject Matter), Bureau (Special Subject Matter), Cohen (Graduate Centers), DeNevi (Special Subject Matter), Heinrich (Graduate Centers), Mooney and Brasted (Special Subject Matter)

Birkholz, John I. A Faculty Internship Program for William Rainey Harper College, (DeKalb, Illinois: Northern Illinois University Business Department, August 1969), 108 pp. Thesis. The paper begins by stating the need for junior college teachers and the type of preparation they require. It then outlines in considerable detail the internship plan at William Rainey Harper College. It consists of two parts 1) a course relating the junior college to a subject matter specialty and 2) an opportunity to teach the course prepared in Part 1 along with a weekly seminar. Chapter III, Review of College Internship Programs, pp. 22-37 is an excellent overview of other programs. ED 035 407 JC 700 016

Burkhardt, Bruce and Frank O'Kelley. Junior College Teachers Look at the Training of Junior College Teachers, American Biology Teacher 30 (December 1963). This article contains suggestions on the content of the internship. It also suggests that the usual thesis for the master's degree be supplanted by a course relating the student's Major discipline to other disciplines.

Cohen, Arthur M. Developing Specialists in Learning, Junior College Journal 37(1 September 1966) 21-23. This article's unique recommendation is that we do away with the master teacher concept and train clinical professors to supervise internships.

Collins, Charles C. The Induction of Community College Instructors: An Internship Model. (Berkeley, California. Programs in Community College Education, 1971), 47 pp. This paper contains a design which includes one month of intensive pre-service training followed by a one-year internship. It suggests that the intern teach two or three sections of the same preparation for the first semester followed by an additional preparation the next semester. The student can in this way practice different teaching techniques under supervision. The paper includes estimated costs and specification for implementation of the program it recommends. ED 056 634 JC 700 000

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Internship - (continued)

Hill, C. R. and D. J. Tolle. Making Teacher Education Relevant: Community College Cooperative Internship Program (St. Louis, Mo. St. Louis Junior College District, Mo. Southern Illinois University, Carbondale Ford Foundation, September 1971), 151 pp. This is the final report of a five year project, financed at $500,000. The program included teaching responsibilities combined with a seminar. The doctoral dissertation of Ronald M. Hutkin, SIU, Carbondale, assesses the effect of the internship experience. The program is often cited in the literature. ED 054 769 JC 710 230

Reese Jack F. Structuring the Teaching Internship. Junior College Journal 42 0 (May 1972). 27-31. This article contains a 12 point recommendation about what should be included in a teaching internship. In addition, it includes a partial list of programs currently in operation. The recommendations are as follows. 1) develop an understanding of the special mission of the community college and the value of full time commitment to it 2) occur sometime during the second year of a two-year program 3) consist of less than a full teaching load 4) include a wide range of faculty activities 5) include supervision by members of the community college faculty 6) include limited supervision from home campuses 7) carry academic credit for participation 8) require formal report on the experience 9) have frequent evaluation of the student 10) be preceded by a seminar 11) include formal agreements between the student, the community college, and the university 12) pay the intern the appropriate fraction of a regular salary. These recommendations were developed from informal interviews with people conducting various internship programs and with the possible exception of Nos. 5 and 6 represent what my reading would indicate is a general consensus.

See also:

Gordon and Whitfield (Preservice), Mooney and Brasted (Special Subject Matter) Venuto (Preservice), Zane (Preservice).

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NEW DEGREE PROGRAMS

Dunham, Allen E. Rx for Higher Education. Doctor of Arts Degree. April 27, 1970. 17 pp. This paper points out that the Ph.D. does not prepare people to teach in college and recommends that the strongest colleges and universities lead in establishing a degree - equal to the Ph.D. - that will prepare college teachers. Its unique suggestion is that preparation be interdisciplinary. ED 040 685 HE 001 642

Innovations in the Preparation of College Teachers. (Bloomington, Ind. Phi Delta Kappa, July 1970), 61 pp. This lists variations in degree and degree requirements throughout the United States and Canada. It is not available through EDRS. ED 048 327 HE 002 351

Koenker, Robert H. Status of the Doctor of Arts and Sixth-Year Degree and Non-Degree Programs for Preparing Junior College and College Teachers. March 25, 1970, 6 pp. This survey revealed that 71 universities now operate, are planning to operate, or are considering Doctor of Arts programs. A total of 54 are now operating or planning sixth-year degree and non-degree programs. ED 040 691 HE 001 664

Koenker, Robert M. Status of the Doctor of Arts Degree Programs for Preparing Junior College and College Teachers. November 22, 1971, 6 pp. This survey indicated that 50 universities now operate or are planning to operate Doctor of Arts degree programs. ED 056 675 HE 002 688

McCarthy, Joseph I. Preparation of Undergraduate and Community College Teachers, (Seattle, Washington Washington University Graduate School, July 1, 1960), 3 pp. This memo records the dean's approval of a Doctor of Arts program with five components, including a dissertation and an internship. ED 040 690 HE 001 663.

Miller, John P. The Master of Philosophy. A New Degree is Born, Journal of Higher Education 37 (October 1966): 377-381. This article announces that Yale University is going to award an all-but-dissertation degree known as the Master of Philosophy. One of the reasons advanced is the high attrition of Ph.D. candidates who do all of the course work but never complete their dissertation. It urges others to begin awarding the degree.

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New Degree Programs - (continued)

Roaden, Arilss. The Master's in Preparation for Teaching in Colleges and Technical Institutes. (Washington, D.C.: Council of Graduate Schools in the United States, December 1970), 17 pp. This article reviews the data on trends, pointing out that most California administrators say they do not seek Ph.D.'s for junior college teaching. It then suggests purposeful recruitment and preparation of junior college instructors. It suggests that the Master's degree would be the appropriate degree for this purpose. ED 047 619 HE -01 986

Wortham, Mary. The Case for a Doctor of Arts Degree. A View from Junior College Faculty, AAUP Bulletin 53 (Winter 1967): 372-377. This cogent presentation of the need for a teaching doctorate presents an outline of a Doctor of Arts program for discussion. It includes an element of educational research. It also recommends a program of specified duration, like that for doctors or lawyers.

Wright, Robert E. Doctor of Arts Degree Programs Now Offered by Universities. (December 1971): 4 pp. Somewhat in conflict with the figures that Koenker presents, Wright concluded from his survey that 34 universities are now offering or considering the Doctor of Arts degree. ED 053 647 HE 002 378

Council of Graduate Schools of the United States Conferences in 1966, 1967, and 1970.

See also

Illinois State Board (Preservice), Stone (Preservice), and Unruh. (Preservice)

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Cohen, Arthur M. and Associates. A Constant Variable (San Francisco: Jossey-Bass, Inc., Publishers, 1971). 195 pp. Chapter 4, entitled Faculty Preparation and Evaluation," pp. 49-62, presents a fairly comprehensive analysis of the major points of debate in the area of faculty preparation and evaluation. The survey of the literature is much like that in Cohen and Brawer's Confronting Identity, as is the bibliography.

Cohen, Arthur M. and Florence B. Brawer. Confronting Identity: The Community College Instructor (Englewood Cliffs, N.J.: Prentice-Hall, 1972). Chapter 13, "Preparation," pp. 147-159, reviews the area of community college teacher preparation with a thoroughly documented discussion. Chapter 14, "A Focus on Learning," pp. 159-170, describes the rationale for a core-course in the teacher preparation program at UCLA. The Appendix, pp. 223-227, lists the units in the course. The bibliography is extensive.

Education Commission of the States. "Community and Junior College in Perspective," Higher Education in the States 2:3 (April 1971): 33-36. The Commission, based in Denver, recommends the following: 1) Extension of old and establishment of new graduate programs to give attention both to subject matter and demands of teaching in the community college; 2) all programs should reflect the joint efforts of the community colleges and universities; 3) programs should implement the best educational and technological advances; 4) increased money should go to intra-and inter-institutional in-service programs for faculty development.. ED 050 698 HE 002 240

Gleazer, Edmund. "AAJC Approach," Junior College Journal 35:1 (Sept. 1964): 3-4. Gleazer suggests that there are two approaches to teacher preparation: one places responsibility on junior colleges, the other on universities. He suggests nine guidelines in the development of the university programs, the most unique of which suggests preparation in two subject matter fields.

Gordon, Shirley B. and Raymond P. Whitfield. "A Formula for Teacher Preparation," Junior College Journal 37 (May 1967): 26-28. This article describes the conclusions of 29 community college instructors who attended a summer institute to draw up teacher preparation guidelines. Their principle recommendation included an internship with length and depth and a subject knowledge with breadth and depth. ED 016 488

Illinois State Board of Higher Education. Committee on Preparation of Junior College Teachers: Master Plan Phase III. (Springfield, Ill.: Illinois State Board of Higher Education, June 1969), 17 pp. Part 1 recommends upgrading present master's programs, establishing new ones, and designing new doctoral programs specifically for the junior college area. Part 2 recommends curriculum and programs to meet the need for vocational-technical teachers. ED 038 122 JC 700 089

Koos, Leonard V. "Preparation for Community College Teaching," Journal of Higher Education 21 (June 1950): 309-317. From analyzing data on what community college instructors do, Koos makes some inferences about what their training ought to include. His most unique suggestions include training in non-instructional activities, and training in preparations of courses to be taught at both high school and college level. He is apparently one of the first, best, and few to make recommendations from this kind of data base.

Smolich, Robert S. The Status of Professional Education Courses/Programs Specific to the Two-Year College in 82 Schools of Education--1969-70. 11 pp. This article summarizes the material, noting that most programs include a general overview of higher education and the community college, many include teaching methods, some include internships and a very few have courses on the community college student. The article contains a list of the colleges and universities offering programs and individuals associated with them. ED 050 707 JC 710 142

Pre-Service Programs - (continued) BEST COPY AVAILABLE

Stone, James C. "Preparation of Academic Instructors for the Junior College," Junior College Journal 28 (March 1958): 368-371. This article surveyed junior college administrators who indicated that the regular M. A. is not satisfactory. He lists desirable characteristics in academic preparation including a counseling and guidance component. In this article he also recommends the separation of accreditation and certification.

Tyler, Ralph W. "The Teaching Obligation," Junior College Journal 36 (May 1966): 525-533. The article attempts to establish a unique teaching function for the junior college by analyzing its special characteristics. It implies the importance of teaching in training.

Unruh, Adolph. "The Special Training Needed for Teachers in Junior Colleges or Community Colleges," Education 71 (November 1950): 139-142. This article points out that there is a need for special training because the usual master's and doctorate programs do not meet the needs of the community college teacher. It suggests one year beyond the master's for more breadth; it is not to be a year of specialization which could lead to a doctorate.

Venuto, Louis J. "New Promise for Teacher Preparation," Junior College Journal 42:5 (February 1972): 22-24. This article reviews the results of the EPDA Part E Fellowship Program. It notes that an internship and a seminar on community colleges are considered integral parts of most programs.

Zane, Lawrence F. H. The Demand for Community College Teachers and the EPDA Program Under the College of Education. (November 1969), 18 pp. This describes the program in Hawaii set up under provisions of the Education Professions Development Act of 1967. ED 036 291 JC 700 037

Pre-Service Programs - (continued)

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AAJC. Preparing Two Year College Teachers for the 1970's. 1969

Cohen Arthur M. Dateline '79: Heretical Concepts for the Community College (Beverly Hills, California Glencoe Press, 1969).

Carrison, Rober. Junior College Faculty Issues and Problems (Washington, D.C.: AAJC, 1967).

Gleazer, Edmund. Faculty Development Project, Junior College Journal 38:7 (April 1968).

Harris, Norman C. and Thomas B. Merson. Preparation of Junior College Instructors - Part II Programs of Junior College Teacher Education in Selected Colleges and Universities (Washington, D.C. AAJC, September 1963)..

Koen, F. and S. Ericksen. "An Analysis of the Specific Features Which Characterize the More Successful Programs for the Recruitment and Training of College Teachers (Ann Arbor: University of Michigan Center for Research on Learning and Teaching, 1967).

Lee C.B.T., ed. Improving College Teaching (Washington, D.C.: A.C.E, 1967).

Martorana, S. V., James C. Messersmith, and Lawrence O. Nelson. Cooperative Projects Among Colleges and Universities. (Washington, D.C. DHEW/OE, 1961). Circular No. 649 OE 50020.

Ogilvie and Haines, Ed. Perspectives on the Community-Junior College.

See also

Bureau (Special Subject Matter), Cohen (Graduate Centers), Collins (Internship), Gleazer- Preparation (Inservice), Haberman (Graduate Centers), James (Special Subject Matter), Johnson (Inservice), Kazmierski (Special Subject Matter), Kroeger (Special Subject Matter), Mooney and Brasted (Special Subject Matter), Pennsylvania State Mathematics Association (Special Subject Matter), Preparing (Special Subject Matter), Singer (Inservice), Worthan (New Degree).

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SPECIFIC SUBJECT MATTER AREA, SKILL, OR UNDERSTANDING

CHEMISTRY

Mooney, W. T. and R. C. Brasted. A Report on the Education and Training of Chemistry Teachers for Two-Year Colleges. (Advisory Council on College Chemistry, July 1969), 43 pp. This report reviews the current situation and recommends a research oriented degree so that people may continue on to their doctorate in chemistry. It recommends pre-service and in-service training, and it suggests a requisite of teaching experience, preferably through a cooperative internship. Finally, it recommends that the American Chemical Society and the AAJC combine forces regularly to make reports on the needs of chemistry education in junior colleges. ED 034 523 JC 690 373

ENGLISH

Kroeger, Fred. A Ph.D. in English for Community College Teachers? Paper presented at the Fifth Annual Southeastern Regional Conference for English in the Two-Year College, February 1970, 6 pp. This article outlines a master's program currently in operation at Illinois State University. Its most unique feature is a Reading Study Center practicum, as well as specially designed courses in psychology and sociology.
ED 038 121 JC 700 086

INDUSTRIAL EDUCATION

Bureau of Educational Personnel Development. A Training Report to Prepare Industrial Personnel to Become Teachers for Trade and Industrial Education. (Washington, D.C., DHEW/OE, Augus 1970), 567 pp. This paper outlines a six week pre-service institute and two year in-servic follow-up progra. It was developed with the assistance of vocational education teachers and then employed in junior colleges. Its major objectives included recruitment, development of teaching skills, understanding community college students, and understanding the place of vocational education in higher education.
ED 045 574 SP 004 462

Specific Subject Matter Area, Skill, or Understanding - (continued)

INDUSTRIAL EDUCATION - (continued)

Feirer, John L. and John R. Lindbeck. Development of Junior/Community College Curricula for Future Teachers of Industrial Education: Interim Report. (Washington, D.C.: DHEW/OE, Bureau of Research, June 1970). Report No. BR7-0074. 580 pp. This paper surveys industrial education teacher preparation in six states and develops two teacher preparation programs as models. The paper centers on curriculum development, including materials currently being used. ED 039 884 JC 700 167

INNER CITY STUDENTS

Brodsky, S. M. Improving the Skill of Two Year College Engineering Technology Faculty in Working with Disadvantaged Youth. Final Report. (New York: New York City Community College and Research Foundation, C.U.N.Y., March 1971), 135 pp. This is the report of a two-week summer institute for already-teaching faculty. It includes reading lists, as well as other material used in teaching the institute. It also includes the results of projects that the teachers conducted when they got back to their classrooms. ED 057 010 SP 005 417

De Hevi, Don. "'Retreading' Teachers the Hard Way, Junior College Journal 40,7 (April 1970) 6-9. This report describes a mau-mauing technique used to challenge middle class white teachers' methods of relating to inner city youth. They spent half of the day in the classroom and half of the day with their tutors on the streets.

MATHEMATICS

Pennsylvania State Mathematics Association of Two Year Colleges. Letter from Philip J. Hippensteel, President, to Dr. Frank W. Lutz, Director, Division of Educational Policy Studies, Pennsylvania State University, University Park Campus. May 1, 1972. This letter signed by 60-75% of all two year college mathematics faculty in the state, outlines a recommended program of teacher preparation. It suggests four components 1) depth and breadth in course preparation in the field 2) philosophy and operation of higher education institutions, especially the two year college 3) research in mathematics education and 4) on-the-job assistance for people in the classroom. It was accompanied by an offer to cooperate in the implementation of such a program.

Specific Subject Matter Area, Skill, or Understanding - (continued)

MULTI-CULTURAL

James, Richard L. (comp.) Directory of Multi-Cultural Programs in Teacher Education. September 1971, 94 pp. This lists most of the multi-cultural teacher education programs and includes a contact person in each state. ED 055 964 SP 005 243

READING

Kazmierski, Paul R. Training Faculty for Junior College Reading Programs (Los Angeles University of California, May 1971). Topical Paper No. 24, 18 pp. The writer suggests that reading be included in junior college teacher preparation programs. He also reviews information on specific preparation of community college reading teachers and recommends that a Doctor of Arts in the teaching of reading be instituted. ED 050 711 JC 710 146

Cooper, Leland. Preparation of Reading Teachers for Junior Colleges, in Tenth Annual Proceedings of the College Reading Association, Clay Ketchum, ed. 1969. pp. 57-63.

Price, Uberto and Kay Wolfe. Teacher Preparation of Junior College Reading Teachers, in Junior College Reading Programs, George Taschow, ed. International Reading Association, 1967.

UNDERACHIEVING

Preparing Instructor-Counselors for Underachieving College Students. (Cleveland, O.; Cleveland State University, November 1970), 27 pp. This includes a specific list of the SCU masters program in community college teaching. Its most unique feature is an emphasis on counseling, including mini-counseling labs in every term. It is for both full and part time students. ED 052 139 SP 004 986

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